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OUTLOOK NOTES

THIS number of the SCHOOL REVIEW is mainly devoted to the teaching of Latin. Old as this discipline is, strongly intrenched

THE TEACHING OF LATIN

as it is in all our colleges and our best secondary schools, there is yet so much agitation about How? How much? Where? and To whom? in connection with Latin as finds place concerning any other subject of the curriculum. In Germany it is by no means unlikely that the agitation for the so-called *Einheitschule* may result ultimately, in the not too distant future, in reducing the course in Latin to a six-years' course. In our country, on the other hand, no inconsiderable advance has been made in introducing six-year courses in Latin. We need to be careful lest we take up as new gospel what Germany or some other country is just ready to abandon as worn-out buncombe. Our six-year Latin course, at present, rests upon a very different foundation from that supporting the extended Latin course in Germany. The rather general impression that the work in the grades should be more nutritious, together with the conviction that a foreign language ought to be begun, if taken up at all, before middle life, have been able to get Latin into the grammar grades in a few cities; but, in the main, the institutions supporting a six-year Latin course are private schools. In the six-year course in Latin we have really the entering wedge for a new division of our educational territory, making six grades in the high school and academy, six years of secondary work instead of four. Certain most reputable institutions are, on the other hand, starting where the secondary course regularly starts, and continuing their work two additional years, making a six-years' secondary course by appropriating two years hitherto sacred to the college. The question is also raised, why not begin Latin in college just as French and German are now begun?

Is it fair that the many thousands of students in the newer parts of the country who have no chance to take Latin in the high schools they attend, where they yet prepare for entrance to certain courses in very respectable colleges, should be forever cut off from the chance of getting Latin? This question is likely to be asked more and more insistently. The purpose of this paragraph is to state problems, not to solve them. It is clear that Latin teaching will yet furnish much material for experiments and discussson. Latin is a dead language, but a live subject.

C. H. THURBER

NOTES

THE SCHOOL REVIEW and the *Educational Review* have resigned from the Educational Press Association. The SCHOOL REVIEW has had this step in contemplation for sometime. The objects of the Educational Press Association, so far as they have been developed, are such that in the very nature of the case the SCHOOL REVIEW could have no share in them. The membership of the Association is made up, with few exceptions, of publications of the newspaper type, appearing many of them weekly, the aims and methods of which are essentially different from those of a magazine of the character of the SCHOOL REVIEW. Membership in the Association has in the past subjected the SCHOOL REVIEW to misunderstanding and criticism and would doubtless do so in the future. Purely commercial aims have always been subordinate with this magazine and must always remain so.

WE desire to call especial attention to the second (revised) edition of the *List of Books recommended for a High-School Classical Library*, by a committee of the Michigan Schoolmasters Club. In its original form, as distributed at the time of classical conference in Ann Arbor, an edition of three thousand copies of the list has been exhausted. This new edition has been edited with great care by Clarence Linton Meader, instructor in Latin in the University of Michigan. An introductory note by Professor Francis W. Kelsey, admirably explains the uses which the list will serve. The cost of the entire collection is placed at about twelve hundred dollars. Professor Kelsey shows how to go about the gradual accumulation of the library, and, in particular, tells how to spend the first fifty dollars to best advantage. This list is of indispensable value to every teacher of the classics, to whom it is as fundamentally necessary as a hammer to a carpenter. (The Macmillan Co.)

THE *Bibliography of Education*, by Will. S. Monroe, the latest volume in the International Educational Series, edited by Dr. Wm. T. Harris, is a work of